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ABSTRACT

The California Academic Partnership Program (CAPP) is a state-established and state-funded program involving public schools and both public and private colleges. CAPP funds curriculum development and diagnostic testing partnerships in accordance with its goal of developing cooperative efforts to improve the academic quality of public secondary schools and the preparation of all students for college. Individual profiles are presented of the following 12 CAPP projects active in California in the evaluation years: (1) Language and Content Enrichment: Academic Partnership for Curriculum in Huntington Beach-Long Beach; (2) Academic Partnership in Science Education in Pasadena; (3) Academic Partnership To Develop Mathematics and Science Curricula in Delano-Porterville; (4) Academic Partnership: Teaching for Transition from High School to College in Dos Palos; (5) Pens, Papers, Partners: The Mid-City Writing Project in Oakland; (6) Academic Partnership for Improving Life Science Instruction and Postsecondary Access in Oakland; (7) Academic Partnership To Provide Intervention Strategies Improving Academic Preparation in Oroville; (8) The Golden Eagle Academic Partnership in Los Angeles; (9) Project STEP: An Academic Partnership for the Advancement of Learning in Santa Ana; (10) Gateways through Academic Partnerships in Watsonville; (11) Mathematics Diagnostic Testing Project; and (12) Reaching University-Writing Standards: A UCLA-CSUN (University of California, Los Angeles and California State University) Schools Academic Partnership. (SLD)

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# CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

## EXTERNAL EVALUATOR'S CUMULATIVE REPORT -- 1987-90

## VOLUME II
## INDIVIDUAL PROJECT PROFILES

**February 1991**

U.S. DEPARTMENT OF EDUCATION
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# Introduction

The California Academic Partnership Program (CAPP) is a state-established and state-funded program involving public schools (grades 6 through 12), the California Community Colleges, the California State University, the University of California, and independent colleges and universities. CAPP funds curriculum development and diagnostic testing partnerships in accordance with its goal, as described in its legislative charter (Assembly Bill 2398), of developing:

> "cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college."

CAPP is based on the premise that partnerships of committed secondary teachers and administrators, working together with higher education faculty and administrators, can improve the curriculum and positively affect student preparation for college.

An understanding of the three-year evaluation of the CAPP program requires that background information be considered, including the larger context in which CAPP operates, attributes of successful partnerships, specific evaluation challenges, and issues raised in a 1988 California Postsecondary Education Commission (CPEC) report. The evaluation design and outcomes are, in part, a function of these issues. These issues will be briefly discussed in this section of the report.

## CAPP's Broader Context

The importance of improving the quality of students' academic preparation was an important element of the United States Department of Education's 1983 report, **A Nation at Risk**. Throughout the country, both secondary and postsecondary schools have a strong interest in reversing the declining academic level of high school students, especially among the disadvantaged and minority youth. Schools have also been attempting to reverse the growing drop out rates among minorities and to provide sufficient academic preparation for college students. The recent emphasis on higher academic standards has caused secondary schools to seek help from neighboring colleges to reinstate college preparatory courses that were eliminated or weakened over the past 20 years.

While the current academic environment in California secondary schools stresses rigid academic standards and improving student academic outcomes, rapid demographic change and concerns about the achievement gap of minority youths present many challenges to improving the preparation of students for college. The longstanding, statewide achievement gap for some minority students, as evidenced in the steep dropout rates of Black and Hispanic youth and the low college eligibility and enrollment rates for minority youth, along with the context of rapid demographic change in the public schools makes preparing underrepresented minorities to reach their full educational potential a difficult task. Equal educational access and success for minority students is critical with respect to building a capable workforce to compete in the today's world economy.

Moreover, the anticipated rapid growth of California's schools (an expected gain of 142,000 students yearly for the next ten years) raises concerns about where to house the students, where to find qualified teachers, and how to manage growth while upgrading instruction. The large class size and the projected teacher shortages of the coming years also present challenges to providing students with the academic skills needed to fulfill postsecondary educational goals.

Much attention has recently been focused on secondary-postsecondary school partnerships as an important means to address these concerns. The demands for cooperation between secondary and postsecondary schools have led to an increase in the number of academic partnerships nationwide. In fact, the American Association for Higher Education has published the first national directory of school-college partnerships in 1987.

## CAPP's Legislative Charter

In California, the potential for university/secondary school partnerships was first recognized by the California Legislature through the Hughes-Hart Educational Reform Act of 1983 (Senate Bill 813). Among the series of reforms initiated by SB 813, including the establishment of new statewide high school graduation standards and the development of a mentor teacher program, was the establishment of the California Academic Partnership Program (CAPP). As outlined in the legislation, the intent of CAPP is to:

> "provide academic and counseling services to students in grades 7 to 12, and to increase the involvement of postsecondary educational institutions in efforts to improve the academic quality of public secondary schools."

In 1984, the Legislature passed Assembly Bill 2398, which expanded and further clarified the primary goal of the CAPP program; specifically:

> "to develop cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college."

## The CAPP Program

The mission of CAPP, as described in the Mission Statement of the California Academic Partnership Program, is:

> " . . . to foster and enable partnerships between California school districts and postsecondary institutions to create improved learning, academic preparation, and access opportunities for students in middle schools and high schools, so that more students, especially those underrepresented on postsecondary education campuses, can successfully complete baccalaureate degree programs."

Academic partnerships are selected for CAPP funding based on specific criteria outlined by AB 2398. According to the state charter:

> "Priority shall be given to projects which serve . . . schools with low student participation in institutions of postsecondary education or with a concentration of students from groups which are underrepresented in postsecondary education . . ." (Chapter 620, Section 4b)

CAPP therefore targets its activities on students from any of the following:

- Groups historically underrepresented in postsecondary education (Hispanic, Black, and Native American);
- Low-income families; and
- Geographic areas with a low participation rate in postsecondary education.

Depending upon the approaches individual CAPP projects have taken, CAPP students may also be enrolled in pre-college or college preparatory courses in English, mathematics, science, social science, or foreign languages.

Through two major components, CAPP encourages secondary and postsecondary institutions to work collaboratively to improve and increase the capacity of middle and secondary schools to prepare and motivate students for postsecondary education:

**Curriculum projects** involve teams of faculty and administrators from public and private schools and colleges that work to improve student learning in college preparatory courses and increase the opportunities that students will successfully enter and complete college. These curriculum development partnerships address middle and secondary school curriculum and related access issues to increase the educational options of underrepresented students. In particular, CAPP curriculum projects focus efforts on textbook assessment and curriculum development, diagnostic testing, and teacher in-service training. The curriculum projects also work with existing curriculum reform efforts, such as the California Model Curriculum Standards and the California Department of Education's Curriculum Frameworks.

**Assessment projects** provide diagnostic tests and other services to assist in planning instruction and developing curriculum. In particular, CAPP's assessment projects help students, parents, teachers counselors, and other school staff understand what concepts and skills students have mastered, and which need further study.

## The Administration of the CAPP Program

Administrative responsibility for the administration of the CAPP program lies with the Chancellor of the California State University. The day-to-day operations of the CAPP program are coordinated by a statewide CAPP director, housed in the CSU Chancellor's Office. Responsibilities of the statewide director include but are not limited to, the following:

- Administering the CAPP program office;
- Developing and administering program budget;
- Monitoring projects and providing technical assistance;
- Conducting statewide information activities;
- Seeking external funds to support partnership efforts; and
- Facilitating the work of the CAPP Advisory Committee.

CAPP received $1 million in 1984 from the California State Budget, and $1.5 million each year thereafter, for a total of $4,688,000 in 1987-90. In that three-year funding period, grant support for individual CAPP curriculum projects ranged from $119,230 (a two-year project) to $221,000, while assessment project support ranged from $93,000 to $1,474,000. As shown in Table 1 on the following page, direct support for the projects totaled $3,837,000, 82% of the total. Of the remaining funds, 5% was expended on evaluation and 13% on governance and administration.

A key element in the administration of the CAPP program is the active involvement of a 12-person statutory Advisory Committee, as outlined in CAPP's enabling legislation. Committee members include secondary and postsecondary faculty and administrators representing all educational segments in California and appointees of CPEC and the California Student Aid Commission. In addition, liaison designees assist the Advisory Committee in serving as resources for the Committee. The liaison designees represent the headquarter offices of: the University of California; the California State University; the California Community Colleges; the California Department of Education; the Intersegmental Coordinating Council; the Association of Independent California Colleges and Universities; and two project personnel, elected by the project leaders to represent the interests of the CAPP projects to the Advisory Committee.

The CAPP Advisory Committee serves to guide the overall operation of the CAPP program. In its stewardship role, the responsibilities of the Advisory Committee include:

- Recommending policies, procedures, and funding priorities to the CSU Chancellor;
- Assisting in selecting proposals to be funded;
- Developing criteria for project evaluation;
- Addressing specific needs and concerns of the CAPP partnerships;
- Recommending the continuation or conclusion of project funding each academic year; and
- Disseminating information about the CAPP program to the public.

## Table 1

### CAPP Funding and Expenditures 1987-90

| | 1987-88 | 1988-89 | 1989-90 | Total |
|---|---|---|---|---|
| **Funding Source** | | | | |
| State Funds | $1,524,000 | $1,569,000 | $1,595,000 | $4,688,000 |
| Matching Funds | 969,000 | 952,000 | 1,221,000 | 3,142,000 |
| **TOTAL** | **$2,493,000** | **$2,521,000** | **$2,816,000** | **$7,806,000** |
| **Program Expenditures** | | | | |
| Curriculum Projects | $ 646,000 | $ 777,000 | $ 801,000 | $2,224,000 |
| Assessment Projects | 560,000 | 551,000 | 502,000 | 1,613,000 |
| Evaluation | 75,000 | 75,000 | 97,000 | 247,000 |
| Governance & Administration | *243,000 | 166,000 | 195,000 | 604,000 |
| **TOTAL** | **$1,524,000** | **$1,569,000** | **$1,595,000** | **$4,688,000** |

* Includes costs of statewide meetings for project personnel and other activities which are calculated as direct services to projects in 1988-89 and 1989-90.

In addition, each CAPP project has its own Steering Committee, composed of faculty, staff, and administrators from the partner schools and colleges. These Steering Committees serve to guide the overall implementation of partnership activities at the local level.

## Qualities of Successful Academic Partnerships

Intersegmental partnerships, by their very nature, are unique and challenging. Differences in administrative structures, governing boards, educational philosophies and traditions, physical distances between the institutions, and other potential problems often make successful academic partnerships a difficult prospect. Yet the literature on academic partnerships suggests several characteristics of successful academic collaboration which are critical to understand in evaluating academic collaborative efforts. In **School and College: Partnerships in Education** (1983), Gene Maeroff indicated five basic principles of successful partnerships:

- Educators at all levels must identify common problems;
- The traditional academic "turf issues" must be overcome;
- The cooperative projects must be sharply focused;
- Participants must get recognition; and
- School-college cooperation must focus on action, not machinery.

With particular reference to the CAPP projects, Dr. Dennis J. Galligani identified specific characteristics of successful collaborative efforts in his **Effective Relationships for School/College Partnerships** (1987) and **Achieving Academic Excellence through School/College Partnerships** (1990):

- Clear establishment of common goals that are recognized and developed cooperatively;
- Development of mutual trust and respect among faculty;
- Provision of sufficient time to develop and strengthen the relationships among faculty and administrators;

- The quality of the individuals with primary responsibility for the project;
- The continued interaction between administrators and faculty directly involved in curricular enhancement;
- Willingness to recognize the different cycles and languages of the various segments;
- Periodic formative evaluation;
- Shared responsibility and accountability; and
- Firmly delineated lines of communication.

The CAPP partner schools utilized this research on school-college collaboration in establishing their partnership programs. Moreover, project personnel applied research findings in this area and served as an additional source of confirmation of these findings, as described in greater detail under the "Lessons Learned About Partnerships" section of Volume I of this Cumulative Report.

## The 1987-90 CAPP Projects

In its first three-year funding cycle (1984-87), CAPP funded 20 curriculum development projects and three assessment projects. A second cycle of CAPP partnerships was funded for 1987-90, based in part on information learned from the Galligani report (described above). In this second round of CAPP projects, eight curriculum development projects and two diagnostic testing projects were funded. In addition, two **showcase projects** received CAPP funds during 1987-90. These showcase projects are designed to stimulate the development of new academic partnerships and increase their effectiveness by having 1984-87 CAPP project staff work with new partnerships, as models of maturing academic partnerships which have been successful in establishing comprehensive approaches to curriculum development. Showcase projects continue their partnerships to enhance project effectiveness, disseminate information on outcomes and impact, and institutionalize revised/enhanced curricula.

CAPP partnerships generally work in two or more curriculum areas. Of the ten 1987-90 curriculum development projects, seven are working in the area of English, six in science, six in mathematics, three in social sciences, and

one in foreign language. Figure 1 below displays the location of the ten curriculum development projects. The two diagnostic testing programs are working in the areas of mathematics and writing.

**Figure 1**

## CAPP Curriculum Development Projects 1987-90

## The 1987-90 CAPP External Evaluation

The legislature and the governor, through Assembly Bill 2398, directed the California Postsecondary Education Commission (CPEC) to evaluate CAPP. In its first report on CAPP, Evaluation of the California Academic Partnership Program (March 1988), the Commission identified specific concerns in relation to the past evaluations (1984-87) of CAPP projects, specifically with respect to curriculum development projects. (The 1984-87 curriculum evaluations were not undertaken by the current external evaluator.) These concerns included:

- "Incomplete data [were] gathered ... on some critical aspects concerning the operations of the program."
- The evaluations indicated an "inability to isolate the impact of activities provided by CAPP from that of other educational reform efforts occurring simultaneously in the State's secondary schools."
- Past evaluation activities "have not resulted in the information necessary for drawing conclusive statements about the impact of the program in improving the preparation of students for college."
- Future evaluation should be "more outcome oriented".

The various recommendations in the report included requiring annual reports of each CAPP project, and a comprehensive program evaluation in January 1991 that is outcome-oriented and designed jointly by the California State University, CPEC, and the CAPP Advisory Committee. In light of the recommendations, the Chancellor's Office of the California State University contracted with the Evaluation and Training Institute (ETI), an independent evaluator not associated with participating schools or colleges, to conduct an external evaluation of CAPP's 1987-90 curriculum and assessment projects. The intent of this evaluation has been to document the effectiveness of the CAPP program in meetings its legislative goal. The emphasis of this evaluation is designed to be outcome oriented, addressing the legislative mandate as outlined in AB 2398, Section 11004:

> "The evaluation [of the California Academic Partnership Program] shall include, but need not be limited to, indicators of increases in the number of students enrolled in postsecondary educational institutions, indicators of students' improved preparation for baccalaureate work, reductions in dropout

rates, and the assessment of the effectiveness of the program by participating school districts and postsecondary institutions . . ."

ETI's evaluation focused on examining the effectiveness of the CAPP program statewide. The CAPP program requires internal evaluators to help individual projects monitor their progress toward their individual goals and objectives.

## Primary Evaluation Challenges and Constraints

The external evaluators have identified specific challenges and constraints that should be recognized in understanding the evaluation's design and findings. This Cumulative Report should be read with these evaluation challenges in mind. These challenges include, but are not limited to the following:

- Ideally, this evaluation would have included the use of a control group to make definitive comparisons regarding the impact of the CAPP program. However, the use of a control group was beyond the scope and budget of the current study.

- It was the intent of the evaluators to obtain the greatest amount of information in as parsimonious a manner as possible. Much consideration was given to the impact of further increasing the workload of project partners by requesting increasing amounts of data.

- Enormous contrasts were evident in the number and extent of internal project resources available for use in evaluation, e.g. computer hardware and staff, clerical support, existing school records, district support for information requests, etc.

- Project staffs, and specifically internal evaluators, differed widely in their evaluation experience, skills, and training. The ability of projects to undertake a thorough internal evaluation and meet external evaluation requests varied to an enormous extent.

- Aggregating data for overall summary purposes does not adequately reflect the unique strengths and/or limitations of each project. For example, a summary table of participants (students, teachers, parents, tutors, etc.) does not adequately

- Data which the external evaluators would have liked to have utilized in the evaluation were frequently not available. Several reasons exist for the absent data:

  - Data from the 1984-1987 CAPP projects were not collected by previous evaluators on many variables and could not be used in comparisons between the two groups of projects. These include data on numbers of participants, grade levels, ethnicity, student grades and standardized test scores, dropout rates, etc.

  - Many schools and districts do not have computerized records and all data collection required a manual student-by-student search through transcripts, files, and reports. Some data requests could not be met given staffing limitations.

  - In some situations CAPP students were given standardized tests while other students in the same school were not. This meant that the performance of CAPP students could not be compared with non-CAPP students.

  - Several projects found that there were not age-appropriate or subject-appropriate standardized tests to use for both baseline and/or outcome measures.

  - Student outcome data comparisons across projects were, for the most part, inappropriate due to the fact that each project had unique goals and different student populations. Thus, when possible, emphasis was placed on reporting standardized test scores and percentiles.

  - With the concurrence of the external evaluators, the CAPP Advisory Committee elected to limit the data collection requirements on the projects during the second year. No additional data elements could be requested by the external

evaluators during years two and three that had not been requested during year one.

- All findings of the report are dependent upon the self-reports of the individual projects. The thoroughness and completeness of reports varied widely across projects.

## Organization of Volume II

Volume II of the External Evaluator's 1987-90 Cumulative Report presents individual reports on the curriculum development and diagnostic testing CAPP Projects. These individual project profiles detail the qualitative findings for each partnership across the three-year funding period.

More specifically, these brief project narratives describe each project's:

- **Institutional partners;**
- **Goals and outcomes;**
- **Major successes and contributions of the partnership;**
- **Significant lessons,** in particular:
  - Useful information to share with new and continuing CAPP projects;
  - Essential elements of successful school/college collaboration; and
  - Hurdles faced by the partnership; and

- **Unanticipated results,** including:
  - Both positive and less-than-positive outcomes; and
  - What, with hindsight, would have been done differently in the partnership.

In addition, the chart on the following pages presents a summary description of some of the key outcomes of the twelve 1987-90 CAPP partnerships. Specifically, this chart describes in summary form for each CAPP project:

- Project partners and targeted subject areas;
- Major goals; and
- Significant results of the partnership.

# GOALS AND SIGNIFICANT OUTCOMES OF THE CAPP 1987-1990 PROJECTS

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Language and Content Enrichment: Academic Partnership for Curriculum (#21 Huntington Beach-Long Beach)**<br><br>**Partners:**<br><br>Huntington Beach Union School District<br>Long Beach Unified School District<br>Golden West Community College<br>Long Beach City College<br>California State University, Long Beach<br><br>**Target areas:**<br><br>• English<br>• Social science | • Increasing the number of targeted students in postsecondary education.<br><br>• Improving student performance in English and history/social studies.<br><br>• Expanding the number of students taking PSAT and SAT tests.<br><br>• Improving curriculum and teaching techniques.<br><br>• Identifying student study areas of needed improvement.<br><br>• Disseminating admissions and financial aid information to students and parents.<br><br>• Developing and disseminating a project newsletter & faculty Curriculum Handbook. | • An increase from 79% to 94% since the start of the CAPP partnership in the number of students planning to continue with a college education, as reported in the project's student evaluation questionnaire.<br><br>• The number of students taking PSAT increased from 7 in the first year of the partnership to 160 in 1989-90.<br><br>• Guest speakers and field trips to the partner community colleges and CSULB were extremely well-received by students.<br><br>• A strong collaboration developed between social studies and language arts teachers, as reported in teacher surveys. |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Academic Partnership in Science Education (APSE) (#22) (Pasadena)**<br><br>**Partners:**<br><br>Pasadena Unified School District<br>Pasadena City College<br>California State University, Los Angeles<br>University of Southern California<br><br>**Target Area:**<br><br>• Science | • A least 50% of students enrolled in APSE classes will enroll in a postsecondary education institution upon graduation.<br><br>• At least 65% of the ninth graders enrolled in the APSE science program will have successfully completed specified coursework in laboratory science and mathematics by 1990.<br><br>• The curriculum for a Life Science/Physical Science/Pre-Algebra ninth grade program will be refined to prepare the future classes for success in both coursework and in the PSAT and MDTP tests.<br><br>• At least 50% of the APSE students will have taken the SAT by 1990, and 50% of these students will have a combined score of at least 800.<br><br>• Parental and community support for the academic partnership will grow through the attendance of a least 50% of the students' parents at a minimum of two meetings on academic preparation.<br><br>• The APSE will disseminate information about the partnership by presenting papers and panels at various conferences.<br><br>• By 1990 the science and mathematics ninth grade curriculum will be accepted into the curriculum at each district high school.<br><br>• By 1990, the Health Science, Computer Science, and Career Planning teachers will have developed curricular programs coordinated with the ninth grade science and mathematics curriculum. | • An enhanced mathematics/science curriculum, with an emphasis on exemplary applications, was implemented in two of the partnership schools.<br><br>• The number of parents participating in CAPP sponsored events increased 130% from the first year of the partnership.<br><br>• Information on the partnership was disseminated at local, state, and national conferences, with papers on partnership activities published in professional journals.<br><br>• The partnership was selected as a CAPP 1990-93 demonstration project. |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Academic Partnership to Develop Mathematics and Science Curricula (#23) (Delano-Porterville)**<br><br>**Partners:**<br><br>Delano High School District<br>Porterville High School District<br>Porterville College<br>California State University, Bakersfield<br><br>**Target Areas:**<br><br>• English<br>• Science<br>• Mathematics | • Strengthening communication between mathematics and science teachers within and between the participating institutions.<br><br>• Improving competencies among participating teachers in mathematics and/or science content.<br><br>• Articulating junior and senior high school mathematics and science curricula with the participating school districts.<br><br>• Increasing student performance on state and national normative examinations in mathematics and science.<br><br>• Expanding participation of representative minorities in the partnership high school mathematics and science courses.<br><br>• Increasing the percentage of graduates from participating high schools entering college.<br><br>• Increasing the number of high school graduates especially minorities, declaring mathematics or science majors in college.<br><br>• Integrating the recommendations of the California Department of Education and the Joint Statement of Competencies in Mathematics and Natural Science within junior and senior level preparatory courses.<br><br>• Institutionalizing model mathematics and science courses within partner districts.<br><br>• Producing and disseminating model curricula. | • Project activities increased communication between math and science teachers and improved the competencies of participating teachers.<br><br>• Standardized test scores in Biology and Chemistry increased across the three years of the partnership, particularly for under-represented students.<br><br>• The number of CAPP students matriculating into postsecondary institutions grew across the funding cycle.<br><br>• CAPP-sponsored equipment purchases allowed for incorporation of modol mathematics and science courses at the partnership schools. |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Academic Partnership: Teaching for Transition from High School to College (#24) (Dos Palos)**<br><br>**Partners:**<br><br>Oro Loma Elementary District<br>Dos Palos Joint Union High School District<br>Merced Community College<br>California State University, Stanislaus<br><br>**Target areas:**<br><br>• English<br>• Social Science | • All Dos Palos High School students who have the potential will go to college with the skills needed for success.<br><br>• Minority student participation in college preparatory courses will increase to the level equivalent to that of the total student population.<br><br>• College experiences through team teaching with the Television Learning Network will expand student's opportunities for success in college.<br><br>• A model CAP alignment and preparation guide for English and social sciences will be disseminated.<br><br>• CAPP project models will be disseminated to all interested parties.<br><br>• CAPP Language Arts/Social Science curriculum models will be implemented in non-targeted disciplines within the participating schools. | • The number of underrepresented students in college preparatory English/Language Arts courses increased by 14% across the funding period, to a percentage nearly to equal that of the total student population.<br><br>• Both the number of students taking college entrance examinations and the number of students enrolling in postsecondary institutions grew across the three years of CAPP funding.<br><br>• Curriculum guides were disseminated that described the partnership's curriculum revision process.<br><br>• The partnership was selected as a CAPP 1990-93 demonstration project. |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Pens, Papers, Partners: The Mid-City Writing Project (#25) (Oakland, Bret Harte)**<br><br>**Partners:**<br><br>Oakland Unified School District<br>University of California, Berkeley<br>East Bay Consortium of Educational Institutions<br><br>**Target area:**<br><br>• English | • To provide training in the teaching of writing to Bret Harte faculty members.<br><br>• To extend the CAPP-developed writing-across-the-curriculum writing program to incoming seventh grade students.<br><br>• To provide a staff and student outreach program to feeder elementary schools to improve student writing.<br><br>• To provide the entire Bret Harte faculty with additional training in writing.<br><br>• To increase faculty involvement resulting in expanded language-based learning experiences with students in all areas of curriculum.<br><br>• To provide teachers with an additional resources for teaching writing as a process.<br><br>• To enhance the quality of life for Bret Harte families by acquainting them with the advantages of a postsecondary education.<br><br>• To provide information to Bret Harte teachers and students about student growth in writing. | • Through in-service training, summer workshops, teacher grants, and interdisciplinary planning, a writing-across-the curriculum program was established at Bret Harte Junior High School.<br><br>• More than 450 students participated in a poets-in-the-classroom program to encourage student writing.<br><br>• Parents writing nights were successful in acquainting parents with the advantages of postsecondary education for their children.<br><br>• The partnership produced and disseminated numerous poetry books, newsletters and other publications showcasing student work. |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Academic Partnership for Improving Life Science Instruction and Post-secondary Access (#26) (Oakland Health Academy)**<br><br>**Partners:**<br><br>Oakland Unified School District<br>Samuel Merritt College of Nursing<br><br>**Target Areas:**<br><br>• Science<br>• Mathematics | • To expand student learning in science and mathematics.<br><br>• To strengthen science teaching at the secondary and postsecondary level.<br><br>• To develop science teaching materials.<br><br>• To increase college and retention rates.<br><br>• To disseminate project activities. | • CAPP student grade point averages and standardized test scores in mathematics and science increased across the three years of CAPP funding.<br><br>• Over 90% of CAPP students were attending postsecondary institutions at the close of the funding period.<br><br>• Participating faculty reported increased knowledge and understanding of curriculum through working collaboratively with teachers in developing science teaching materials.<br><br>• The partnership was selected as a CAPP 1990-93 demonstration project. |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Academic Partnership to Provide Intervention Strategies Improving Academic Preparation (#27) (Oroville)**<br><br>**Partners:**<br><br>Oroville Elementary School District<br>Oroville High School District<br>Butte Community College<br>California State University, Chico<br><br>**Target Area:**<br><br>• Mathematics | • To decrease the dropout rate at Las Plumas High School by 50%.<br><br>• To expand the number of students enrolling in college preparatory mathematics courses at Las Plumas High School by 50%.<br><br>• To increase the number of advanced placement mathematics courses.<br><br>• To increase the number of tenth grade "at risk" drop out students at Las Plumas High School who take the PSAT or PACT+ tests by 75%.<br><br>• To expand the number of Las Plumas High School Students who take college entrance examinations by 50%.<br><br>• To increase the number of Las Plumas High School Students who meet the mathematics entrance requirements for postsecondary matriculation by 50%. | • The number of CAPP students taking the SAT examination increased 42% across the funding period.<br><br>• The number of students meeting mathematics entrance requirements for postsecondary matriculation increased by nearly 40% over the three years of CAPP funding.<br><br>• Field trips to partner institutions and local business were well-received by students.<br><br>• The partnership was selected as a CAPP 1990-93 Demonstration Project. |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **The Golden Eagle Academic Partnership Program (#28) (Los Angeles)**<br><br>**Partners:**<br><br>Los Angeles Unified School District<br>California State University, Los Angeles<br>California State University, Bakersfield<br>University of Southern California<br><br>**Target Areas:**<br><br>• English<br>• Science<br>• Mathematics<br>• Social Science<br>• Foreign Language | • To develop an intersegmental program that ties together all strands of the existing school academic life and management needs with academic partnerships with selected universities/colleges and with parental, student, political, civic and services of the community.<br><br>• To implement a professional development program for all participating professors and Bell High School Teachers within the target areas of Mathematics, Science, Foreign Language, Social Studies, and English Language.<br><br>• To implement a curricular and academic development program that will focus upon enhancing counseling through a mentor program and produce the outcome, at the conclusion of CAPP/CPEC funding, that more Hispanic students recognize that they possess the potential to achieve and be successful in postsecondary education.<br><br>• To develop and implement a direct student intervention program that can be institutionalized. | • A strong professional development program has been established at Bell High School as a result of CAPP-sponsored activities.<br><br>• The number of applications for post-secondary education among Bell High School students increased 32% across the funding period.<br><br>• A student outreach and mentoring program was developed by the partnership to enhance counseling efforts.<br><br>• The partnership established an on-going student intervention program to allow underrepresented students the opportunity to experience the postsecondary environment. |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Project STEP: An Academic Partnership for the Advancement of Learning (Showcase #7) (Santa Ana)** | • To improve academic preparation in mathematics and science for all students, particularly for underrepresented minority students. | • The number of underrepresented students from Project STEP attending postsecondary institutions increased nearly 50% across the 1987-90 funding cycle. |
| **Partners:**<br><br>Santa Ana Unified School District<br>Rancho Santiago Community College<br>California State University, Fullerton<br>University of California, Irvine | • To develop future teachers in mathematics and science for all students, particularly for underrepresented minority students. | • The number of students demonstrating an interest in teaching as a career increased steadily each year of the 1987-90 funding cycle. |
| **Target Areas:**<br><br>• English<br>• Science<br>• Mathematics | • To develop a comprehensive model of intersegmental collaboration designed to address the areas of curriculum review, staff development, and student academic preparation. | • Project STEP produced and disseminated a comprehensive model of intersegmental collaboration: A Handbook for the Establishment of Partnerships for the Advancement of Learning. |
| | • To disseminate the model components as well as the complete comprehensive model to the intersegmental academic community. | • Partnership institutions have committed to the institutionalization of the partnership through in-kind support of partnership efforts to incorporate project activities into on-going district operations. |
| | • To institutionalize the comprehensive model through the establishment of a permanent intersegmental partnership. | |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Gateways Through Academic Partnerships (Showcase #8) (Watsonville)**<br><br>**Partners:**<br><br>Pajaro Valley Unified School District<br>University of California, Santa Cruz<br><br>**Target Areas:**<br><br>• English<br>• Science<br>• Mathematics | • Expanding the interest of target group students in PVUSD's junior and senior high schools in studying science and mathematics.<br><br>• Exploring the feasibility of providing a televised "homework helpline" for mathematics students.<br><br>• Enlarging the number of Watsonville High School students participating in the Gateways courses: Introduction to Algebra, College Preparatory Physical Sciences, and General Transitional English.<br><br>• Increasing the enrollments in selected college preparatory science and mathematics courses.<br><br>• Augmenting the numbers of graduating students completing all subject requirements for admission to the University of California.<br><br>• Initiating procedures for monitoring progress of students in the target population through admission to a postsecondary institution.<br><br>• Increasing participation of teachers in staff and curriculum development activities.<br><br>• Updating the Gateways courses to incorporate teaching strategies responsive to the target students' learning needs.<br><br>• Extending the project's activities to other schools within the district and elsewhere.<br><br>• Disseminating information regarding the project's activities and significant learning to interested educators outside of the district. | • The numbers of targeted students participating in partnership-developed courses increased substantially across the 1987-90 funding cycle.<br><br>• The number of targeted students completing the University of California "a-f" entrance requirements increased by 85% from the 1987-88 program year.<br><br>• Courses and curriculum incorporating new teaching strategies were developed by the CAPP partnership.<br><br>• The partnership was selected as a CAPP 1990-93 demonstration project. |

| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Mathematics Diagnostic Testing Project (Assessment #A)**<br><br>**Partners:**<br><br>California State University (5 sites)<br>University of California (5 sites)<br><br>**Target area:**<br><br>• Mathematics | • To provide test materials and scoring services to all California mathematics teachers and schools who request them.<br><br>• To continue development of an effective network of regional scoring sites that serve as resources to local schools and districts.<br><br>• To support the development of an effective network of senior and junior high school mathematics teachers based upon the use of the Algebra Readiness Test.<br><br>• To provide leadership in the mathematics education community of California.<br><br>• To work with the UCLA Center for the Study of Evaluation on its longitudinal study of the effects of diagnostic testing, especially MDTP tests, with special attention to the impact of using such tests for several years on mathematics teaching and learning in secondary schools. | • Over 850,000 MDTP tests were scored from throughout California across the 1987-90 funding period, a 75% increase from the 1984-87 funding cycle.<br><br>• More than 5,000 educators have received the MDTP newsletter semi-annually with information on current trends and issues in mathematics education.<br><br>• MDTP-sponsored user conferences have brought teachers from all educational levels together to support mathematics education.<br><br>• The MDTP has established a user network among the California Community Colleges. |





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| Project and Partners | Goals | Significant Results |
|---|---|---|
| **Reaching University Writing Standards: A UCLA-CSUN Schools Academic Partnership Program (Assessment #C)**<br><br>**Partners:**<br><br>Los Angeles Unified School District<br>California State University Northridge<br>UCLA's Center for Academic Interinstitutional Programs<br>UCLA Writing Program<br><br>**Target area:**<br><br>• English/Language Arts | • Enhancing writing abilities of potentially college-bound student writers throughout California by distributing and publicizing Teaching Analytical Writing.<br><br>• Enhancing writing abilities of potentially college-bound student writers throughout California by using the Writing Project and other networks to train teachers and trainers of teachers.<br><br>• Evaluating the first edition of Teaching Analytical Writing.<br><br>• Forming an intersegmental workgroup to write a book on teaching analytical reading and writing to language-minority students (an ESL text).<br><br>• Completing the first draft of the entire manuscript. | • More than 2,000 copies of the Teaching Analytical Writing text have been distributed.<br><br>• Presentations on the Teaching Analytical Writing were made statewide to train teachers and trainers of teachers.<br><br>• Evaluation surveys of Teaching Analytical Writing have been uniformly positive.<br><br>• The first draft of a second text focused on language minority students, Through Different Eyes: Resources for the Teaching of Language Minority Students Across the Disciplines, was completed. |

# Language and Content Enrichment: Academic Partnership for Curriculum (#21) (Huntington Beach-Long Beach)

The institutional partners involved in this project are: the **Huntington Beach Union School District (HBUSD)**; the **Long Beach Unified School District (LBUSD)**; **Golden West Community College**; **Long Beach City College**; and **California State University, Long Beach (CSULB)**. The two secondary school districts serve more that 15,000 students from various non-English language backgrounds, including the largest Khmer population in California. Many of the high-potential, low-achieving students in these districts are from minority language backgrounds. These students are classified as Fluent English Proficient; they speak English well enough so that they do not receive special services, but they are at a disadvantage in college preparatory classes that demand a strong command of academic English. Many of these students also have poorly developed study skills and learning strategies.

The aim of the partnership is to help these students from non-English language backgrounds succeed in a college preparatory program and subsequently enter postsecondary education. Four major areas of intervention have been designated:

- Improving instruction to increase and improve academic language use by students;
- Enriching curriculum integration across English and history;
- Improving student study skills; and
- Increasing both student and parent awareness of the need for postsecondary academic and financial preparation.

The project's target group includes both linguistic minorities and ethnic/racial minorities. This consideration is significant in understanding the project's student composition. Specifically, the partnership has identified the Khmer and Hmong populations as part of its target group. These individuals are known to be underrepresented in postsecondary education; however, they are frequently included under the broader ethnic classification of "Asian/Filipino", a larger group that is not considered underrepresented.

Furthermore, the partnership has also included additional students who are non-language minority. Both groups of students participate together in CAPP classes to eliminate potential student apprehensions that the CAPP classes might be "remedial" and/or stigmatizing in their effects.

## Goals and Outcomes

The project has established measurable goals directed at:

- **Increasing the number of targeted students in postsecondary education;**
- **Improving student performance in English and history/social studies;**
- **Expanding the number of students taking PSAT and SAT tests;**
- **Improving curriculum and teaching techniques;**
- **Identifying student study areas of needed improvement;**
- **Disseminating admissions and financial aid information to students and parents; and**
- **Developing and disseminating a project newsletter and faculty Curriculum Handbook.**

The partnership has succeeded in meeting the majority of its goals. Specifically, the number of students taking the PSAT increased from 7 in the first year of the partnership to 160 in 1989-90. The percentage of students intending to continue with postsecondary education increased by 16% from 1987-88, with increased numbers of students from the target group reporting their intent to continue their education beyond secondary school.

Student GPAs declined over the three years of the partnership. However, this is a well-known phenomenon consistent with existing research in student performance indicators. Moreover, difficulties in scheduling student into team-taught CAPP classes, and the changing definition of CAPP students over the three years of CAPP funding, led to difficulties in accurately assessing student performance.

The additional resources provided by the CAPP grant allowed teachers to expand their use of state frameworks and Model Curriculum Standards. Teachers reported increased efforts at team planning and collaboration across disciplines, and a substantial increase in the use of student-centered instructional strategies. A handbook of learning strategies was also developed to facilitate curriculum integration and language use in the classroom.

Financial aid and college admissions information was disseminated to students and parents. In addition, a project newsletter related to college preparedness was developed and distributed to CAPP students and their families. Finally, project staff have disseminated information about the partnership to a variety of professional audiences.

## Major Successes

According to project director, major successes across the three years of CAPP funding have included:

- An increase from 79% to 94% since the start of the CAPP partnership in the number of students planning to continue with a college education, as reported in the project's student evaluation questionnaire;
- The well-received guest speakers and field trips to the partner community colleges and CSULB;
- Student study skills activities; and
- The strong collaboration that has developed between social studies and Language Arts teachers, as reported in teacher surveys.

## Significant Lessons of the Partnership

The key element for successful school/college collaboration, according to project staff, is keeping individual site administrators informed and committed. This communication serves to reduce difficulties caused by turnover in school administrative staff.

Two principal hurdles confronted the CAPP partnership across the three year funding period:

- Managing and coordinating project activities across two district offices, three college administrations, four high school administrations, and fourteen teachers; and

- Data collection across two districts and seven schools. The extensive data collection, according to the project director, limited the resources the project could devote to providing additional educational experiences for students.

## Unanticipated Results

Project staff noted three unanticipated results in the CAPP partnership from 1987-90:

- The close relationship that developed between Millikan High School and CSULB Center for Educational Research and Services in the CAPP partnership has led to both sites joining as partners in an ESL/Multicultural Infusion Project;

- The Transfer Retention through Admissions Cooperative (TRAC), promoted by the partnership to allow for guaranteed transfer of community college students to four-year colleges, has been an institutionalization success of the CAPP program; and

- Increased numbers of CAPP students took the PSAT and SAT tests in the third year of the project.

With hindsight, the project director would have limited the project to one district and fewer schools, to free project funds for curriculum enhancement efforts as opposed to data collection and project management activities.

# Academic Partnership in Science Education (#22) (Pasadena)

Institutional partners participating in this project include: the **Pasadena Unified School District (PUSD)**; **Pasadena City College**; **California State University, Los Angeles (CSULA)**; and the **University of Southern California (USC)**. The majority of students in the PUSD are from ethnic groups historically underrepresented in higher education. Within the district, these students have traditionally enrolled in the non-laboratory science sequence of courses, such as Life Science and Physical Science, thus decreasing their chances of matriculating into postsecondary institutions which require laboratory science courses for admission. Less than 10% of students from two of the partner secondary schools enrolled in postsecondary institutions prior to CAPP funding.

The Academic Partnership in Science Education (APSE) is designed to increase the number of underrepresented minority students in postsecondary education by motivating the middle third, average ninth graders to strengthen their study skills and achievement in mathematics and science. The project's emphasis is on students who have the ambition to go on to college, but who do not yet have the demonstrated potential, according to their junior high school GPAs. The partnership is designed to prepare entering ninth graders for success in high school laboratory science courses, such as biology, chemistry, and physiology, so that graduates can successfully matriculate to four-year institutions.

## Goals and Outcomes

The project has established eight specific, measurable goals:

- **At last 50% of students enrolled in the APSE classes will enroll in a postsecondary education institution upon graduation from high school;**

- **At least 65% of the ninth graders enrolled in the APSE science program will have successfully completed specified coursework in laboratory science and mathematics by 1990;**

- **The curriculum for a Life Science/Physical Science/Pre-Algebra ninth grade program will be refined to prepare the future classes for success in both coursework and in the PSAT and MDTP tests;**

- **At least 50% of the APSE students will have taken the SAT by 1990, and that 50% of these students will have a combined score of at least 800;**

- **Parental and community support for the academic partnership will grow through the attendance of at least 50% of the students' parents at a minimum of two meeting on academic preparation;**

- **The academic partnership will disseminate information about the partnership by presenting papers and panels at various conferences;**

- **By 1990 the science and mathematics ninth grade curriculum will be accepted into the general curriculum at each district high school; and**

- **By 1990, the Health Science, Computer Science, and Career Planning Teachers will have developed curricular programs coordinated with the ninth grade science and mathematics curriculum.**

Although district changes to the ninth grade curriculum hindered progress in developing a coordinated mathematics/science program, the partnership has realized the majority of its goals. Specifically, the APSE succeeded in enhancing curriculum to include materials on exemplary science, mathematics, and computer applications. This revised mathematics/science curriculum has been implemented in two of the project schools. Computer Science and Educational and Career Planning instructors are coordinating curriculum development activities with continuation of APSE as a CAPP demonstration project. As a CAPP demonstration project, the APSE will collect information on the postsecondary enrollment of APSE students.

Although only one-third of APSE students completed two years of laboratory science, 63% completed the Algebra/Geometry mathematics sequence. The number of parents attending CAPP-sponsored events also increased 130% from the 1987-88 year. Finally, information on the APSE was disseminated locally, statewide, and at national conferences, and several papers on the partnership were published in professional journals.

## Major Successes

Project staff have categorized the major successes of the partnership in terms of contributions to students, teachers, and schools. For students, the APSE partnership has provided field trip experiences to over 1,200 students; for many students, this was their first visit to a postsecondary campus. Over 3,000 hours of tutoring provided by college students serving as role models also helped facilitate student learning.

With respect to faculty, both secondary and postsecondary teachers participated in over 3,000 hours of afternoon curriculum development meetings and other in-service forums. Summer science institutes were also sponsored by the CAPP project to bring faculty together district-wide to review curriculum. In addition, nearly $50,000 of instructional supplies were purchased with project funds to enhance the curriculum.

Finally, in terms of school contributions, the APSE served as a foundation for gaining access to other state and federal means of support and school-university cooperative efforts. These included the selection of one of the participating secondary schools as a new Health Academy, and obtaining a project SUPPoRT grant for developing innovative strategies for reducing the dropout rate in the PUSD.

## Significant Lessons of the Partnership

Across the three years of the partnership, project staff have learned that intervention to increase student achievement in the ninth grade may be too late; that greater articulation is needed across all segments of the educational system for student success; and that partnerships flourish when common functions and processes are shared, independent of the strength of the relationships of the individuals involved.

Partnership staff also noted four key elements to successful school/college collaboration:

- Cooperation of faculty, counselors, and administrators in partnership activities;
- Family participation along with parental involvement in project efforts, as a student's significant other who encourages academic successes may not be a parent;

- Academic alliances should grow out of a consensus of needs that may not be similar; and

- Partnerships should have time to develop over several years.

Three major hurdles were identified by the project director across the 1987-90 funding period:

- Turnover in project staff, especially following the planning phase of the partnership;

- The perspective of high school counselors that the ninth grade science course limited students' elective choices. As a result, students were not programmed into this CAPP course; and

- The district-initiated computer literacy-career and educational planning-health program for all ninth graders reduced availability of students for the ninth grade science course.

## Unanticipated Results

According to project staff, four unanticipated results were identified across the three years of the partnership:

- Establishment of the partnership as an important agency for professional development in the PUSD, with the partnership selected as an Eisenhower-CAPP Model Partnership Program;

- The strength of cooperative efforts across departments has served as the foundation for professional development activities in the PUSD;

- Support of the professional development of eleven teacher education candidates through their participation in CAPP; and

- Recognition of the APSE by the American Association of Higher Education as a pioneering effort in school-university cooperation.

According to the project director, with hindsight, the partnership would not have tried to establish the special, distinct ninth grade science class in the district. Additionally, the APSE would have increased articulation efforts, particularly with middle schools.

# Academic Partnership to Develop Mathematics and Science Curricula (#23) (Delano-Porterville)

Institutional partners participating in this project include: the **Delano High School District**; the **Porterville High School District**; **Porterville College**; and **California State University, Bakersfield (CSUB)**. The secondary school districts in this CAPP partnership face special challenges. The districts' limited resource base restricts the capacity to initiate new curricular programs. The geographical isolation of the districts limits the opportunities for teachers to participate in professional development programs. In fact, the Bishop High School District, which participated in the project during 1987-88, withdrew in the second year of the partnership due to unmanageable travel limitations. Finally, the students in these districts often lack the perspective and/or family support for postsecondary education.

The purpose of this project is threefold:

- To review and revise participating high schools' mathematics and science curricula;
- To devise model curricula in these areas; and
- To cooperatively teach these model curricula.

This project is unique in several aspects: the evaluation design contains a control group; the project has a significantly greater number of participants than the other CAPP projects; and the project data have been coded for comparison to the National Opinion Research Center (NORC) database.

## Goals and Outcomes

This project has established measurable goals, three for the short-term and seven for the long-term. The **short-term goals** include:

- **Strengthening communication between mathematics and science teachers within and between the participating institutions;**

- **Improving competencies among participating teachers in mathematics and/or science content; and**

- **Articulating junior and senior high school mathematics and science curricula with the three participating districts.**

The seven **long-term goals** incorporate the following:

- **Increasing student performance on state and national normative examinations in mathematics and science;**

- **Expanding participation of representative minorities in the partnership high school mathematics and science courses;**

- **Increasing the percentage of graduates from participating high schools entering college;**

- **Increasing the number of high school graduates, especially minorities, declaring mathematics or science majors in college;**

- **Integrating the recommendations of the California Department of Education and the Joint Statement of Competencies in Mathematics and Natural Science within junior and senior level preparatory courses;**

- **Institutionalizing model mathematics and science courses within the partnership school districts; and**

- **Producing and disseminating model curricula.**

Across the 1987-90 funding period, the partnership has succeeded in meeting the majority of its goals. Project activities served to increase communication between mathematics and science teachers, and to improve competencies of participating teachers. Participating teachers were sufficiently impressed with junior and high school curriculum that little need was seen for revising curriculum articulation.

National percentile scores for End-of-Course (EOC) examinations in Biology and Chemistry increased across the three years of the partnership, particularly for underrepresented students. More specifically, the average percentile scores in Biology increased from 41.0 to 43.7, and the average percentile scores in Chemistry increased from 35.5 to 47.0 for project

students. The number of students matriculating into postsecondary institutions also grew across the funding cycle.

Curriculum revision/enhancement was consistent with California Department of Education frameworks and guidelines. CAPP-sponsored equipment purchases, in-service training, and curriculum discussions allowed for incorporation of model mathematics and science courses in the partnership. However, efforts to document the model curriculum were hindered by the breadth of subject areas, diversity of texts, differences in educational philosophy, and time constraints.

## Major Successes

Five major successes were reported by project staff across the 1987-90 funding period:

- Increases in the number of students taking college preparatory science classes;
- Alignment of high school curriculum with state frameworks;
- Addition of Mathematics A and AP Calculus classes to the curriculum;
- Increased communication between teachers at all educational segments; and
- CAPP-sponsored teacher in-service activities and equipment purchases.

## Significant Lessons of the Partnership

According to the project director, the CAPP partnership has enabled project staff to recognize the importance of communicating frequently and regularly, and planning for realistic changes and improvements in schools. In addition, project staff have learned that time is a obstacle that must be accommodated to realize project success.

One key element of successful academic partnerships was identified by project staff: honest and open communication between project administrators, counselors, faculty, and staff.

The lack of time to accomplish all of the project's goals was the primary hurdle of the three years of the partnership, according to project staff. In addition, a limitation of the project in its initial phase was finding the direction of the partnership--having a consensus among project partners of what the project wanted to do, and how to accomplish this.

## Unanticipated Results

According to project staff, three unanticipated results were recognized across the 1987-90 funding period:

- New lines of communication were established between high schools, and between high schools and colleges;
- The mathematics and science curricula were integrated; and
- Lasting friendships with other faculty across all segments of the educational system were formed.

With hindsight, according to the project director, the partnership would have established more narrow and specific goals. Moreover, the project would have increased involvement from high school personnel at the beginning of the project, and modified curriculum earlier in the development of the partnership.

# Academic Partnership: Teaching for Transition from High School to College (#24) (Dos Palos)

Institutional partners participating in this project include: the **Oro Loma Elementary District**; the **Dos Palos Joint Union High School District**; **Merced Community College**; and **California State University, Stanislaus**. This partnership is based in an isolated rural community, with the majority of students of Hispanic descent. Prior to CAPP funding, although sixth grade teachers identified 40% of students as potentially college bound, only 12% of the students entered postsecondary schools. At the high school level, there is an underrepresentation of minorities enrolled in college preparatory courses. An average of only 4% of the students enrolled in the CSU system, compared to 14% for Fresno county as a whole. Moreover, of these 4%, only 9% were Hispanic or Black students.

This purpose of this project is to increase the potential of all students to succeed in college, through the development of a model for curriculum revision centered in the areas of language arts and social studies. Instructors revise and expand curricula content, develop competencies to be taught in each course, and teach courses with the use of the Television Learning Network, an interactive, televised instructional system.

## Goals And Outcomes

This project has formulated six specific and measurable goals:

- **All Dos Palos High School students who have the potential will go to college with the skills needed for success;**
- **Minority student participation in college preparatory courses will increase to the level equivalent to that of the total student population;**
- **College experiences through team teaching with the Television Learning Network will expand student's opportunities for success in college;**

- **A model CAP alignment and preparation guide for English and social sciences will be disseminated;**

- **CAPP project models will be disseminated to all interested parties; and**

- **CAPP Language Arts/Social Science curriculum models will be implemented in non-targeted disciplines within the participant schools.**

The partnership has accomplished its goals across the three years of CAPP funding. In particular, increases were seen in the percentage of students enrolled in college preparatory language arts courses, the number of students taking the SAT, and the number of students enrolled in postsecondary institutions. The number of underrepresented students in college preparatory English/Language Arts courses increased by 14% from the 1987-88 year, now nearly equal to that of the total student population.

Three classes were successfully team-taught via the Televised Learning Network. In addition, the English/Social Science curriculum was revised, and curriculum guides disseminated that described the partnership's curriculum revision process. Finally, the curriculum models developed by the project were implemented in non-targeted disciplines.

## Major Successes

According to the project director, there have been two major successes of the partnership across the 1987-90 funding period:

- Completion and implementation of aligned curriculum in Language Arts and social science courses from grade 7 through college. The enhanced curriculum is aligned not solely in content, but also in terms of philosophy and goals; and

- Demonstrated effectiveness of collaboration as a primary factor in school reform efforts.

The major contribution of the partnership, according to the project director, has been the incentive of the CAPP model, leading to the creation and expansion of other programs at partner institutions. The project director noted that the current project to revise and align all of high schools's

vocational and academic courses to eliminate remedial courses could not have begun prior to the success and groundwork laid by the partnership.

## Significant Lessons of the Partnership

Project staff noted several significant lessons of the partnership across the three years of the partnership, including:

- Importance of evaluation in partnership efforts;
- Belief in the value of teacher empowerment;
- Coordination of existing resources; and
- Importance of the project director as partnership facilitator.

The project director reported several elements critical to successful school/college collaboration: regularly scheduled, structured meetings; mutually agreed upon goals and objectives; a sense of shared vision; implicit administrative support; and attention to group dynamics.

Finally, two hurdles were noted by project staff across the three years of the partnership: the lack of substantive, active parent involvement at the high school level; and ascertaining the continuing role and function of the project steering committee in directing partnership activities.

## Unanticipated Results

Three unanticipated results were realized by project staff across the 1987-90 funding period:

- Effect of CAPP on other disciplines at the high school, including the alignment of vocational and academic courses based on CAPP goals and practices;
- Establishment of Project LINC (Leadership in the Next Century) from the need to keep high school successes from dropping out of college; and
- Adoption of the school-wide "Teams" project from the Achievement Council, with commitment to improve academic performance of all students, not just the college bound.

# Pens, Papers, Partners: The Mid-City Writing Project (#25) (Oakland, Bret Harte)

Institutional partners participating in the Mid-City Writing Project are: the **Oakland Unified School District (OUSD)**; the **University of California, Berkeley**; and the **East Bay Consortium of Educational Institutions**. Bret Harte Junior High School, the focus of project activities, is the third largest junior high school in the OUSD. Located in the center of Oakland, the majority of students are Black or Hispanic. Most students come from single parent homes, with 70% of the parents having had no postsecondary education. Although student surveys demonstrated intent to enroll in postsecondary institutions, student test scores, grades, and writing skills make this a difficult prospect. In particular, there is a substantial difference in the amount and types of writing assignments given to the highest achieving students compared to the other students at Bret Harte, with the more intensive and analytical writing assignments given to gifted and talented students.

The partnership aims to develop and implement an across-the-curriculum writing program for all students, involving student coursework in language arts, social studies and science. In addition, the Mid-City Writing Project provides staff development to provide faculty with additional resources to increase the writing skills of all students.

## Goals and Outcomes

The Mid-City Writing Project had established the five following goals in the project's first year:

- **Develop and implement a writing-across-the-curriculum program (language arts, social studies, and science);**
- **Institute an intervention program to address language arts learning needs of targeted Hispanic and Black students;**
- **Involve seventh grade parents and the academic and business communities though an awareness and involvement program;**

- **Collect data for research in writing to develop a successful model writing program; and**

- **Train students as writing coaches and use them to staff tutoring seminar classes during the school day to assist targeted students.**

Prior discussions with the external evaluators stressed that because these goals were activity-oriented, as opposed to outcome-oriented, it would be difficult to document the students' progress toward the overall goal of the CAPP program of increased preparation for participation in postsecondary education at the end of the third year of CAPP funding.

The partnership thus modified the original goals for the final year of the project; specifically:

- **To provide training in the teaching of writing to Bret Harte faculty members;**

- **To extend the writing program to incoming seventh grade students;**

- **To provide a staff and student outreach program to feeder elementary schools to improve student writing;**

- **To provide the entire Bret Harte faculty with additional training in writing;**

- **To increase faculty involvement resulting in expanded language-based learning experiences with students in all areas of curriculum;**

- **To provide teachers with an additional resources for teaching writing as a process;**

- **To enhance the quality of life for Bret Harte families by acquainting them with the advantages of a postsecondary education; and**

- **To provide information to Bret Harte teachers and students about student growth in writing.**

Across the three year funding period, the partnership developed activities to reach the majority of its original goals. Specifically, through in-service

training, summer workshops, teacher grants, and interdisciplinary planning, a writing-across-the-curriculum program was established at Bret Harte Junior High School. A creative writing class was added to the curriculum, and the poets-in-the-classroom program was instituted to encourage student writing for over 450 students. School bulletin boards were dedicated to showcase student work in writing. The establishment of a portfolio assessment program also allowed the partnership to collect data on student progress in writing.

The Mid-City Writing Project worked closely with the East Bay Consortium tutoring program, the UC Summer Bridge program, and the Hispanic Academic program to address the language arts learning needs of targeted Hispanic and Black students. Moreover, students were trained as peer writing coaches to assist other targeted students.

Finally, parents and the business communities were involved in the partnership through their awareness and involvement in the program. Numerous poetry books, newsletters, and other publications were developed and disseminated by the partnership. Parent writing nights were held, along with meetings to introduce parents to postsecondary education options for their children.

## Major Successes

According to the project co-directors, the major success of the Mid-City Writing Project has been that Bret Harte Junior High School has acted as a model for other schools within the OUSD, receiving national and statewide acknowledgement. The project has served to develop community partnerships at Bret Harte, increasing the availability of educational opportunities for teachers, students, and parents.

The Mid-City Writing Project has also benefitted students, who write more, write better, and write with confidence, according to project staff. The professional growth and development opportunities provided by the partnership were also seen by project staff as a major success, particularly in terms of promoting curriculum and instructional strategies that are supported by state frameworks.

## Significant Lessons of the Partnership

Across the three years of the partnership, the project co-directors reported learning three key principles:

- Establishing co-directorship of the project to divide the work and eliminate isolation;

- Having the project director also serve as a classroom teacher to increase credibility; and

- Instituting strategies to increase teacher ownership of the project.

In terms of critical elements of successful school/college collaboration, the project co-directors noted that effective and clear communication on a weekly basis was essential. Additional factors of successful partnerships, as reported by the project co-directors, included: commitment to common goals; consistency in project staff; and commitment of time to the partnership.

Three significant hurdles were identified by project staff:

- Fiscal concerns within the OUSD, which led to the transfer of the fiscal management of the project to the East Bay Consortium;

- Changes in leadership positions within the partnership; and

- Time required to implement the project activities, which led to the establishment of weekly time limits on project involvement so that the partnership activities would not interfere with teaching.

## Unanticipated Results

Several positive unanticipated results were identified by project staff across the three years of the partnership. These included: the opportunity for Bret Harte students to participate in the Hispanic Academic Program; development of a nationally-recognized portfolio program; institutionalization of the required grade 7 creative writing course; and overwhelming local and statewide interest in the Mid-City Writing Project. The decrease in student peer coach participation and utilization, and the unavailability of the project Sourcebook for publication, were two less-than-positive unanticipated results of the partnership, as reported by the project co-directors.

With hindsight, the project co-directors would have:

- Established a less bureaucratic fiscal agent;

- Begun dissemination activities earlier in the partnership, communicating the project's purpose, activities, and outcomes more clearly to faculty, parents and students; and

- Focused on project goals more directly on student outcomes.

# Academic Partnership for Improving Life Science Instruction and Postsecondary Access (#26) (Oakland Health Academy)

The two partners in this project are the **Oakland Unified School District (OUSD)** and the **Samuel Merritt College of Nursing**. The majority of students in this project come from low income and educationally disadvantaged backgrounds. Standardized science test scores at Oakland Technical High School increased at a substantially slower rate than that of the district as a whole. District faculty also note that OUSD postsecondary science majors have a high dropout rate, little secondary laboratory experience, lack in-depth understanding of scientific concepts, and lack the study skills necessary for success at the postsecondary level.

To address these concerns, this partnership was designed to improve the quality of life science instruction and student access to postsecondary education, through curriculum development, faculty cooperation, and student exposure, growth, and success.

## Goals and Outcomes

This project has identified five main goals:

- **To expand student learning in science and mathematics;**
- **To strengthen science teaching at the secondary and postsecondary level;**
- **To develop science teaching materials;**
- **To increase college and retention rates; and**
- **To disseminate project activities.**

In order to expand student learning in science and mathematics, the project's secondary goals include: improving students' science and mathematics grades; increasing students' growth in CTBS science and mathematics tests; strengthening students' knowledge of life science issues, scientific concepts and career opportunities; augmenting students' effective learning time; increasing family support for student academic success; and

developing learning/mentor relationships between postsecondary and secondary science students.

To strengthen science teaching at the secondary and postsecondary level, the project intends to increase teachers' understanding of classroom realities at other levels and in knowledge of life science issues; to expand the repertoire of teaching strategies used for instruction; and to perpetuate collaborative partnership activities. The project plans to emphasize the development of a life science resource manual and project-created life science, medical techniques and study skill mini-units for the secondary classroom to achieve its goal of developing science teaching materials. To increase college and retention rates, the project intends to expand the number of applications to and retention of life science majors in postsecondary institutions. Great consideration will also be given to the dissemination of information on partnership activities to the academic community and the public.

The project has succeeded in realizing its five main goals. In particular, student GPAs in mathematics and science, along with standardized test scores, increased across the three years of CAPP funding. There was a 14% decrease in the percentage of students failing one or more mathematics courses. In addition, over 90% of Health Academy students are attending postsecondary institutions.

As a result of the CAPP partnership, all students participated in at least seven outside classroom activities related to life science concepts and career opportunities. Teachers reported increased knowledge and understanding through their participation in CAPP activities. Faculty worked collaboratively with teachers at other educational levels to develop science teaching materials. Finally, information on the partnership was disseminated to a variety of state and national conferences.

## Major Successes

Project staff identified major successes of the partnership in four primary areas: increased student learning; curriculum enhancement; faculty empowerment; and broadening of project focus. Specifically, the improved mathematics, science and CTBS scores of CAPP students demonstrates expanded student learning in science and mathematics. More students from Oakland Technical High School are taking the SAT than before the formation of the partnership. In addition to improved grades and test scores, student surveys have indicated greater student interest in science and improved self-esteem of students.

With respect to curriculum enhancement, the partnership developed a more discovery-based, higher-level critical thinking skills curriculum. CAPP funds have helped to institutionalize an annual Science Fair, and to develop mini-units that promote in-depth research and experimentation by students. The number of science and mathematics courses available to students has also expanded as a result of the partnership. Prior to CAPP, there was no calculus or advanced physics or biology courses offered at Oakland Technical High School. Now there are two pre-calculus and one calculus class, an advanced biology class, and three physics courses, including AP Physics.

In addition, project staff reported improved teaching practices and a stronger sense of professionalism as a result of the CAPP partnership. The project has also fostered a growth in leadership among Health Academy faculty, according to the project co-directors. Finally, a major success of the partnership has been the expansion of its focus of activities. Staring with an emphasis on Health Academy students and faculty, the project has grown to include all students and faculty at Oakland Technical High School and faculty from other schools in the OUSD. And as noted by the project co-directors, the partnership has been able to expand the number of institutions, organizations, and businesses involved in the collaborative effort to improve secondary education for high risk students.

## Significant Lessons of the Partnership

Across the three years of CAPP funding, the project co-directors reported learning the importance of allowing adequate time to develop the relationship between and among project partners. Project staff also indicated that one individual should be identified as responsible for project coordination, with periodic meetings of the project's steering committee.

Six elements were reported by project staff as essential factors in successful school/college collaboration:

- Shared goals of college and school, with faculty support for the project's goals;
- Clear faculty responsibilities, with explicitly stated timelines for expected faculty involvement;
- Faculty satisfaction with the partnership, particularly by postsecondary faculty;
- Frequent face-to-face contact of all project participants;

- High level of administrative support and acknowledgement of the project; and

- Involvement of parents, community and business in the partnership.

Across the 1987-90 funding period, the project co-directors identified three significant hurdles. First, disparate views by secondary and postsecondary faculty as to the focus of curriculum enhancement led to some disagreement. Positive relationships evolved as faculty worked together and shared concerns in regular, on-going meetings. Second, politics and change within the OUSD, including financial concerns, resulted in limited high-level district support for the partnership. Over time the district achieved some stability with the appointment of a interim superintendent. Finally, changes in staff participating in the CAPP project, including a district-wide consolidation of teachers, delayed the progress of the partnership.

Additional obstacles faced by the partnership included a major earthquake n the third year of the partnership (with Oakland Technical High School serving as a Red Cross shelter for several months), an increase in gang and drug-related violence on campus, and conflict with other school-wide programs over issues of tracking students.

## Unanticipated Results

The project co-directors noted several unanticipated results of the partnership. The project has decreased the isolation of classroom teachers, with an increase in professional development for mathematics teachers and additional science workshops for teachers. Postsecondary faculty have gained a healthy respect for secondary faculty, with CAPP participants becoming equal partners. In addition, the OUSD is now paying for two full-time equivalent Health Academy faculty, and the Health Academy received an $ 80,000 IBM equipment grant to support multimedia curriculum development.

With hindsight, the project co-directors noted that they would have asked for a longer planning phase before full implementation of the project. Project staff would have increased the time allotted for data collection and computerized student tracking from the start. Finally, the project co-directors would have allowed time for more extensive publicity about the partnership within the district and the community.

# Academic Partnership to Provide Intervention Strategies Improving Academic Preparation (#27) (Oroville)

Institutional partners participating in this project include: the **Oroville Elementary School District**; the **Oroville High School District**; **Butte Community College**; and **California State University, Chico**. The rural Northeastern California area targeted by this project is economically depressed and sparsely populated. Unemployment rates are more than twice the California average. The number of AFDC-recipient families has also risen substantially in the past decade. Students are expected to contribute to family income; faced with monetary pressures, students tend to dropout of school. The postsecondary matriculation rate for students at one partner secondary school was only 14%.

The purpose of this project is to implement a multi-faceted program to reduce high school dropout rate and to increase enrollment in postsecondary education. The project combines curriculum restructuring, a mathematics summer institute, test taking skills, career awareness, and parental involvement to promote long term change. Mathematics was selected as the targeted area of partnership activities because faculty and staff have identified mathematics as the principle area in which students fail to meet even the minimum requirements for postsecondary matriculation.

## Goals and Outcomes

This project has established six specific, measurable goals in the following areas:

- **To decrease the dropout rate at Las Plumas High School by 50%;**
- **To expand the number of students enrolling in college preparatory mathematics courses at Las Plumas High School by 50%;**
- **To increase the number of advanced placement mathematics courses;**

- **To increase the number of tenth grade "at risk" drop out students at Las Plumas High School who take the PSAT or PACT+ tests by 75%;**

- **To expand the number of Las Plumas High School students who take the ACT or SAT tests by 50%; and**

- **To increase the number of Las Plumas High School students who meet the mathematics entrance requirements for postsecondary matriculation by 50%.**

Across the three years of CAPP funding, the partnership has achieved the majority of its stated goals. The number of students taking the ACT examination increased 50% from the 1987-88 program year (with a 42% increase in students taking the SAT). Prior to the CAPP partnership, the PACT+ examination was not offered; in 1989-90, 56 students took the examination. Moreover, an AP Calculus course was established at Las Plumas High School.

Substantial gains were also realized for some of the partnership's goals, although these gains were somewhat short of the stated objectives. For example, the number of students enrolling in college preparatory mathematics courses increased by 20% from 1987-88. Dropout rates decreased slightly across the funding period. Additionally, the number of students meeting mathematics entrance requirements for postsecondary matriculation increased by 36% over the 1987-88 program year.

## Major Successes

According to project staff, four major successes were seen across the three years of the CAPP partnership. First, with CAPP resources, faculty were provided with direction, time, and materials to develop and enhance teaching strategies that corresponded with the curriculum adoption cycle of the high school district. Alternative methods of instruction, including team teaching and cooperative learning groups, served to increase student involvement in learning, particularly in mathematics courses. The project director noted that teachers showed a renewed interest in their subject matter, due to their participation in the CAPP partnership.

Second, teacher collaboration in planning lessons was seen as an important success of the project. Continued cooperation and articulation with junior high school faculty provided a strong base for student success. Third, the AP Calculus course, started with this CAPP grant, has now been incorporated into the curriculum, with the numbers of students enrolled in

the course increasing yearly. Finally, the project director noted that the peer tutoring program was a direct tangible success for students, with both tutors and those tutored expressing enthusiasm for the program.

## Significant Lessons of the Partnership

Project staff indicated that the collaboration developed among school personnel as a result of the CAPP partnership has become a strong connection for future growth, with a strong commitment to continue as many of the CAPP-related programs as possible in the future. The project director reported that while this collaboration of effort grew throughout the three years of the partnership, during the final year, much of the leadership and guidance was being provided by on-site project staff. In terms of essential elements in school/college collaboration, the project director noted that it is critical for all project personnel to have mutual respect and trust, with equal ownership of goals and activities. Frequent communication and shared job responsibilities were seen as essential to successful collaborative efforts.

One hurdle faced by the partnership across the 1987-90 funding period, according to the project director, was finding ways to better involve parents in their students' educational experiences. Despite several parent outreach activities, including newsletters, community meetings, and school visitations, project staff felt that they never overcame this obstacle to the extent they had anticipated.

A second hurdle faced by the project was changes in staff personnel, with one of the principal originators and a key project leader of the grant leaving in the third year of the project. Yet according to the project director, the camaraderie among staff and the desire for student success helped minimize any shortfalls created by these personnel changes.

## Unanticipated Results

An unanticipated outcome reported by the project director was the strong cooperation developed among project staff. As noted by the project director, the common purpose shared between CAPP partners formed a bond for networking which will continue well beyond CAPP, fostering future collaborative efforts. These contacts have already led to opportunities for project staff to pursue other sources for improving education to students, including extension of mentor teacher projects and other grants. Moreover, as a result of discussions and contact with other CAPP projects, new ideas were exchanged, and a greater awareness of statewide activities was gained by all project staff.

With hindsight, the project director would have included direct administration involvement in the partnership from the initial writing of the grant. Staff outside the targeted curriculum area did not always understand the partnership; greater administrative involvement could have provided the leadership in disseminating information about the partnership. The project director would have also limited the number of goals and expected outcomes of the partnership. In this manner, project staff would have been able to concentrate on more quality outcomes than on numerous goals.

# The Golden Eagle Academic Partnership Program (#28) (Los Angeles)

Participating partners in the Golden Eagle Academic Partnership (GEAPP) include: the **Los Angeles Unified School District (LAUSD)**; **California State University, Los Angeles (CSULA)**; **California State University, Bakersfield (CSUB)**; and the **University of Southern California (USC)**. Bell High School, the center of partnership activities, is the second largest year-round high school in the LAUSD. More than 90% of the student body are classified as underrepresented minority students, primarily of Hispanic descent. More significantly, only 19% of the 1987-88 graduates had completed the "a-f" course sequence for admission to the University of California. In addition, nearly 30% of the students are from families receiving AFDC.

The purpose of the GEAPP is to increase the enrollment in four-year postsecondary institutions of the underrepresented Hispanic student at Bell High School. The partnership employs the following strategies to achieve its goals:

- Curriculum development through a partnership relationship;
- Staff development of project partners to capitalize on the successes of each partner institution; and
- Direct student intervention through a series of academic residencies that bring high school students to four-year institutions for one week of intensive academic study.

## Goals and Outcomes

The project has established four goals:

- **To develop an intersegmental program that ties together all strands of the existing school academic life and management needs with academic partnerships with selected universities/colleges and with parental, student, political, civic and services of the community;**

- **To implement a professional development program for all participating professors and Bell High School Teachers within the target areas of Mathematics, Science, Foreign Language, Social Studies, and English Language;**

- **To implement a curricular and academic development program that will focus upon enhancing counseling through a mentor program and produce the outcome, at the conclusion of CAPP/CPEC funding, that more Hispanic students recognize that they possess the potential to achieve and be successful in postsecondary education; and**

- **To develop and implement a direct student intervention program that can be institutionalized.**

Across the CAPP funding period, the GEAPP has succeeded in meeting its four main goals. Prior to the GEAPP, there was limited partnership activity at Bell High School and no organized interdisciplinary in-service activities. At the close of CAPP funding, there is a solid sense of partnership at the high school, with a strong professional development program. In addition, the number of applications for postsecondary education increased 32% across the funding period. New AP classes were added to the curriculum, and a student outreach and mentoring program was developed to enhance counseling efforts. Finally, the GEAPP has served to establish an on-going student intervention program that allows underrepresented students the opportunity to experience the postsecondary environment.

## Major Successes

Project staff identified the major contributions of the GEAPP partnership in terms of student, parent, teacher, and instructional successes. With respect to student accomplishments, successes of the GEAPP have included: the continued high profile of the program at Bell High School; the eagerness of students to participate in the GEAPP and their high praise of the partnership activities; the request by participating students to ask CAPP faculty to assist them in preparation for the LAUSD Academic Decathlon; and the valuable contact students have received with college professors at the campus residencies which is not available at traditional campus settings.

The continued willingness of parents to come to meetings about the GEAPP and allow their children to participate in the residencies programs was seen as a major parental success of the partnership. In terms of teacher successes, the project co-directors noted that the partnership has allowed

for increases in the numbers of teachers willing to participate, learn and assume difficult tasks, more specifically to participate in the student residencies. Additionally, teachers have begun work with new grant agencies to seek and implement interdisciplinary activities.

Finally, with respect to instructional successes, project staff noted five key contributions: use of underrepresented personnel to serve as residency chaperons and role models for students; the continued support and assistance of the teacher bargaining unit of Bell High School and the postsecondary education partners; the ability of the co-directors to work cooperatively together; the support given the GEAPP by the new principal of Bell High School; and the pattern of involving students in the residencies to broaden the base of participants.

## Significant Lessons of the Partnership

The project co-directors reported that institutionalization of the partnership, within the infrastructure of the postsecondary institutions, is critical for the success of the partnership. To make lasting change at the postsecondary level, the partnership must be integrated between and among the various schools of postsecondary institutions. Administrative support, according to the project co-directors, is the key element within the partnership at both the secondary and postsecondary level to reach the culturally diverse student.

Project staff reported six essential elements of school/college collaboration:

- Trust;
- Institutional climates that insure and assist positive risk taking;
- Community and parent support at both the secondary and postsecondary level;
- Willingness to forgo established norms of success;
- Administrative support at both the secondary and postsecondary levels; and
- Effective communication.

The project co-directors noted that the budget predicament in the LAUSD, resulting in the reduction in the available funds for the partnership and the elimination of one student residency, was a significant hurdle faced by the

partnership. A second obstacle to the partnership was the establishment of criteria for staffing the various residencies, so that each residency could be adequately staffed to mitigate parental concerns.

## Unanticipated Results

Several unanticipated results were identified by project staff as a result of the CAPP funding:

- Development of the Golden Eagle Scholarship Fund at Bell High School;
- Success of residencies held at non-traditional postsecondary campus residences;
- Desires of students to initiate an AP Physics course;
- Admission of two GEAPP students to the Massachusetts Institute of Technology (MIT);
- The granting of college credit to GEAPP students who completed extended course requirements in conjunction with the residences;
- Praise for the GEAPP by the visiting team for the WASC accreditation visit of Bell High School; and
- Ease of the co-directorship of the partnership.

The project co-directors noted that with hindsight, they would have: increased staff development activities focused on the leaders of the residencies; developed a uniform student questionnaire for all residencies; augmented the subject content relationship of the residencies; and increased involvement of postsecondary Schools of Education in partnership activities.

# Project STEP: An Academic Partnership for the Advancement of Learning (Showcase #7) (Santa Ana)

Participating in the Project STEP (Student/Teacher Educational Partnership Program) showcase are: the **Santa Ana Unified School District (SAUSD)**; **Rancho Santiago Community College**; **California State University, Fullerton**; and the **University of California, Irvine (UCI)**. Project STEP focuses partnership activities on the rapidly-growing SAUSD. The district has a preponderance of minority students (more than 90% of total enrollment) and of students with a primary language other than English (56%). Prior to the CAPP grant, only 10% of students in the district enrolled in college. Moreover, one of every eight students are from families receiving AFDC.

Given this environment, the purpose of this project is threefold:

- To address the needs of all students for literacy and critical thought in mathematics, science, and Language Arts;
- To improve the academic preparation of underrepresented ethnic minority youth; and
- To develop and disseminate a model of collaborative practices.

Project STEP encompasses curricular revision, professional development, student academic support and instructional guidance, parental involvement, and dissemination to achieve its goals.

## Goals and Outcomes

Project Step has established five comprehensive goals:

- **To improve academic preparation in mathematics and science for all students, particularly for underrepresented minority students;**
- **To develop future teachers in mathematics and science, especially teachers from ethnic backgrounds underrepresented in higher education;**

- **To develop a comprehensive model of intersegmental collaboration designed to address the areas of curriculum review, staff development, and student academic preparation;**

- **To disseminate the model components as well as the complete comprehensive model to the intersegmental academic community; and**

- **To institutionalize the comprehensive model through the establishment of a permanent intersegmental partnership.**

The project has realized its five goals across the 1987-90 funding period. Specifically, the number of underrepresented students from Project STEP attending postsecondary institutions increased 47% from the 1987-88 year. Moreover, the number of students who report continuing with postsecondary education in Project STEP's graduate follow-up survey increased 14% from 1987-88, from 64% to 73%. The number of students demonstrating an interest in teaching as a career also increased each year of the partnership.

Project STEP produced and disseminated a comprehensive model of intersegmental collaboration: A Handbook for the Establishment of Partnerships for the Advancement of Learning. This Handbook both describes why and how to implement a partnership like Project STEP, and reviews the history and evaluation of this Showcase partnership over the six years of CAPP funding. Finally, the partnership institutions have committed to the institutionalization of the partnership with the establishment of the STEP Advisory Council and in-kind support of partnership efforts designed to incorporate project activities into on-going district operations.

## Major Successes

According to project staff, the major successes of Project STEP across the 1987-90 funding period have included:

- Strong level of collaborative efforts among project partners;

- Emergence of grants coming out of the STEP partnership;

- Statewide and national recognition for Project STEP; and

- Positive impact of the partnership on students.

Additionally, the timely publication of To Advance Learning: A Handbook on Developing K-12/Postsecondary Partnerships was seen by project staff as a major contribution of the partnership.

## Significant Lessons of the Partnership

In terms of significant lessons of the partnership, project staff noted that across the 1987-90 funding period, it has been important to keep in perspective the evolutionary nature of academic partnership development. Specifically, as a result of participation in Project STEP:

- School district leaders welcomed collaboration as a two-way learning vehicle;
- Teachers experienced a greater sense of professionalism and commitment as they performed leadership roles in the partnership;
- Postsecondary participants responded to the opportunity to work with secondary and elementary schools;
- All participants have formed strong working relationships across all institutional levels; and
- Parents have become more involved in their children's education.

Project staff also reported six essential elements of partnership dynamics: open communication; participant empowerment; development and support of partnership culture; acknowledgement of the long-term nature of change; commitment of institutional leaders; and nourishment of pride and belonging. Moreover, to achieve meaningful involvement of all partners, project staff noted the importance of establishing principles and strategies for meaningful involvement in all project components.

According to project staff, two primary hurdles were faced by Project STEP during the 1987-90 funding period: staff turnover; and the management of data collection and evaluation aspects of the grant.

## Unanticipated Results

Project staff noted three unanticipated results of Project STEP since the 1987-90 funding year:

- Funding from the Carnegie Corporation, Eisenhower, and the Fund for the Improvement of Postsecondary Education (FIPSE) for new three-year partnership proposals;

- Serving as a showcase partnership for the statewide CAPP program; and

- Gaining the endorsement and participation of distinguished educators John Goodlad, David Hamburg, and Donald M. Stewart in the publication of the Project STEP Handbook.

In hindsight, the project director and staff report feeling strongly validated in their steadfast belief in the "partnership" approach to improving minority student access and success in higher education. In particular, according to the project director, the partnership strategy has succeed in pooling resources and orchestrating a coordinated and creative response to challenges in the educational environment.

# Gateways Through Academic Partnerships (Showcase #8) (Watsonville)

The two institutional partners in this project are the **Pajaro Valley Unified School District (PVUSD)** and the **University of California, Santa Cruz (UCSC)**. This Showcase partnership serves students in the Pajaro Valley, an agricultural area outside of Santa Cruz. The majority of students in the partnership are from groups historically underrepresented in postsecondary education, primarily of Hispanic descent. District test scores record students scoring below the state average on standardized mathematics examinations. In addition, only 26% of high school graduates prior to the 1987-90 CAPP funding cycle completed the "a-f" course requirements for admission to the University of California; less than 20% of these students were from underrepresented groups.

To address these concerns, this project is designed to motivate students, especially Hispanic and female students, to take and succeed in courses to prepare them for postsecondary education. The project sponsors in-service training for teachers, curriculum improvement, tutorial assistance for students, and a "Saturday Science and Mathematics Academy" and a "Summer Science and Mathematics Academy" for students.

## Goals and Outcomes

The overall project goal of the Gateways Project is to "increase the numbers of Watsonville High School and Aptos High School students in groups which are underrepresented in postsecondary studies of science and mathematics, especially hispanic students and women students, who prepare academically for postsecondary studies." The project has identified ten specific, measurable objectives to attain this overall goal, including:

- **Expanding the interest of target group students in PVUSD's junior and senior high schools in studying science and mathematics;**

- **Exploring the feasibility of providing a televised "homework helpline" for mathematics students;**

- **Enlarging the number of Watsonville High School students participating in the Gateways courses: Introduction to Algebra; College Preparatory Physical Sciences; and General Transitional English;**

- **Increasing the number of enrollments in selected college preparatory science and mathematics courses;**

- **Augmenting the numbers of graduating students completing all subject requirements for admission to the University of California;**

- **Initiating procedures for monitoring progress of students in the target population through admission to a postsecondary institution;**

- **Increasing participation of Gateways course teachers in staff and curriculum development activities;**

- **Updating the Gateways courses to incorporate teaching strategies responsive to the target students' learning needs;**

- **Extending the project's activities to other schools within the PVUSD and elsewhere; and**

- **Disseminating information regarding the Gateways project's activities and significant learning to interested educators outside of the PVUSD.**

Across the 1987-90 funding period, the Gateways project has succeeded in meeting the majority of its stated goals. In particular, the number of targeted students participating in Gateways courses increased over the 1987-88 year: a 96% increase in the Introduction to Algebra course and a 207% increase in the College Preparatory Physical Science course. Moreover, the number of targeted students in selected college preparatory courses increased over 1987-88: a 48% increase in Algebra II, a 28% increase in Chemistry; 108% increase in Physics; and 63% increase in College Preparatory English-Introduction. The number of targeted students completing the "a-f" UC college entrance requirements also increased 85% from 1987-88 program year.

The number of teachers dedicated to staff and curriculum development activities expanded across the 1987-90 funding period. Gateways courses have been updated to incorporate new teaching strategies. In addition, a School Administrative Student Information system was implemented in the PVUSD to monitor progress of students in the partnership's targeted population.

Progress on establishing a televised "homework helpline" was limited due to difficulties with local cable television franchises. However, the Gateways project did extend its activities to other schools in the PVUSD. Finally, project staff disseminated information on the partnership to interested educators locally and statewide.

## Major Successes

According to project staff, a major success of the Gateways project during the 1987-90 funding period has been its contribution to the PVUSD's awareness of and response to the educational needs of students in underrepresented groups. The PVUSD has recently adopted goals and objectives which correspond closely to CAPP's objectives, and the district has received federal funding for new initiatives to increase educational opportunities for students in underrepresented groups.

Another success of the Gateways partnership, according to the project director, has been the strong working relationship that has developed between the PVUSD and UCSC in the areas of student services and academic programs. For example, as a result of participation in the CAPP partnership, UCSC Student Affirmative Action/Educational Opportunity Program has strengthened its early outreach efforts, based on the CAPP collaboration model. In addition, UCSC has secured extramural funding for additional joint educational improvement efforts with PVUSD and organized "Educational Visions" an intersegmental consortium with Santa Cruz county school districts and local non-profit organizations.

Finally, the Gateways partnership has made significant contributions to students, faculty, and the curriculum. Students have received Saturday Academy and Summer Science Academy experiences, along with supporting tutorials, academic counseling, career awareness, field trips, and parent conferences. As a result of their participation in the Gateways project, students also formed two student organizations which emphasize preparation for postsecondary studies. Faculty have strengthened their backgrounds in curriculum content and instructional methods to enhance educational opportunities for underrepresented students. The CAPP partnership provided support for teachers to attend workshops and acquire

additional curriculum materials. Finally, the project has enabled both the enhancement of the mathematics, science, and English/Language Arts curriculum and the focus of instruction-related activities on cooperative learning techniques.

## Significant Lessons of the Partnership

According to project staff, significant lessons of the Partnership during the 1987-90 funding cycle included:

- Coordinating CAPP and district/university goals and objectives;
- Involving teachers at all stages of planning;
- Focusing on a short list of clearly stated objectives;
- Planning evaluation details at the outset of the project; and
- Identifying specific channels for communicating project goals and accomplishments within the district.

Four elements were reported by the project director as essential for successful school/college collaboration: clarity of purpose; alignment of district/university objectives; regular communication; and the availability of flexible resources for strategic use.

Project staff identified three significant hurdles across the 1987-90 funding period:

- Difficulties involving university faculty in partnership activities in the initial phase of the partnership;
- Maintaining continuity through project personnel changes; and
- Effects of the October 1989 earthquake which delayed certain project activities.

## Unanticipated Results

Several unanticipated results were realized by the CAPP partnership in the past three years, according to the project director:

- Participating CAPP students formed two student-run organizations which encourage members to prepare academically for postsecondary studies;

- The Gateways project's Introduction to Algebra course has been incorporated into the PVUSD;

- The PVUSD has adopted goals and objectives which complement those of CAPP and the Gateways partnership;

- MESA has invited the Gateways partners to consider developing a model for a regional MESA project; and

- The PVUSD has received support from the U.S. Department of Education for a new transitional bilingual education program coordinated with the Gateways partnership.

With hindsight, the project director noted that the partnership would have: added participating teachers to the project Steering Committee; developed formal agreements with participating teachers; increased efforts to involve UCSC faculty; increased local dissemination activities; and re-examined evaluation strategies in light of available resources.

# Mathematics Diagnostic Testing Project (Assessment #A)

Two partners are participating in the Mathematics Diagnostic Testing Project (MDTP): the **California State University** and the **University of California**, each of which currently has five campuses serving as project sites. The MDTP impacts student achievement and mathematics curriculum in secondary schools by making appropriate mathematics diagnostic tests available to interested secondary school teachers for voluntary use with their students. The project provides test materials, scores completed tests, and returns test results and related diagnostic information to the teachers for their own use and for distribution to students and their parents.

## Goals and Outcomes

The project has identified five main goals:

- **To provide test materials and scoring services to all California mathematics teachers and schools who request them;**
- **To continue development of an effective network of regional scoring sites that serve as resources to local schools and districts;**
- **To support the development of an effective network of senior and junior high school mathematics teachers based upon the use of the Algebra Readiness Test;**
- **To provide leadership in the mathematics education community of California; and**
- **To work with the UCLA Center for the Study of Evaluation on its longitudinal study of the effects of diagnostic testing, especially MDTP tests, with special attention to the impact of using such tests for several years on mathematics teaching and learning in secondary schools.**

Across the 1987-90 funding period, the MDTP has succeeded in achieving its five main goals. In particular, over 850,000 MDTP tests were scored from throughout California. The ten regional scoring sites have continued efforts to serve as resources to local schools and districts. An MDTP newsletter has been distributed semi-annually to over 5,000 mathematics educators. MDTP-sponsored user conferences have brought teachers from all educational levels together to support mathematics education. The MDTP has also established a user network at the community colleges. Finally, the MDTP has provided on-going assistance to the UCLA Center for the Study of Evaluation in a study on the effects of diagnostic testing, focusing on the impact of the MDTP tests on mathematics teaching.

## Major Successes

According to project staff, the major success of the MDTP has been providing diagnostic mathematics tests and scoring services in an efficient and timely manner to all California mathematics teachers who request them. The partnership has created and encouraged contacts between college and secondary mathematics faculty to maintain the focus of college preparatory mathematics curriculum on material that is important in enabling students to continue their education in mathematics in college.

## Significant Lessons of the Partnership

The most essential element of successful school/college collaboration, according to project staff, is genuine mutual respect. Project staff noted that all educators should accept the work of others and build upon it, without reinventing wheel at every opportunity.

Three hurdles were identified by project staff across the 1987-90 funding period:

- Finding ways to meet the needs of students and teachers within a limited budget;
- Maintaining the use of the MDTP tests in the face of increasing numbers of other tests that are mandated by districts or the California Department of Education; and
- Continuing the momentum of the MDTP program.

## Unanticipated Results

According to project staff, there were no major surprises in the CAPP partnership. The sense of genuine respect for teachers at all levels shared by MDTP workgroup members may have contributed to the lack of unanticipated results in the partnership. With hindsight, project staff would have tried harder and earlier to establish the MDTP as a separate program with independent funding.

# Reaching University Writing Standards: A UCLA-CSUN Schools Academic Partnership Program (Assessment #C)

Institutional partners participating in this project are: the **Los Angeles Unified School District (LAUSD)**; **California State University, Northridge**; **UCLA's Center for Academic Interinstitutional Programs**; and **UCLA Writing Programs**. This diagnostic testing project aims at enhancing writing abilities of potentially college-bound students throughout California with the development and distribution of the text Teaching Analytical Writing. The text is intended to fill a significant void in the literature on school-postsecondary writing. A second text, Through Different Eyes: Resources for the Teaching of Language Minority Students Across the Disciplines, is designed to assist in sheltering content of classrooms and in teaching analytical writing to language-minority students.

## Goals and Outcomes

The project established four goals in 1987-88: to form an intersegmental group to draft an analytical writing book; to collect first drafts and solicit feedback from independent reviewers; to revise and edit the manuscripts for final draft; and to distribute the book to 1988 California Writing Project fellows. Due to production difficulties of the initial text, the project modified its original goals. As approved by the CAPP Advisory Committee, the project's amended goals focus on:

- **Enhancing writing abilities of potentially college-bound student writers throughout California by distributing and publicizing Teaching Analytical Writing;**
- **Enhancing writing abilities of potentially college-bound student writers throughout California by using the Writing Project and other networks to train teachers and trainers of teachers;**
- **Evaluating the first edition of Teaching Analytical Writing;**
- **Forming an intersegmental workgroup to write a book on teaching analytical reading and writing to language-minority students (an ESL text); and**

- **Completing the first draft of the entire manuscript.**

The partnership realized its amended goals across the 1987-90 funding period. Specifically, nearly 2,000 copies of the Teaching Analytical Writing text have been widely distributed. The authors of the text have developed presentations based on the book to train teachers and trainers of teachers. The project distributed an evaluation survey for the book, and responses were uniformly positive. Finally, an intersegmental workgroup was formed to produce the second text of the partnership, Through Different Eyes: Resources for the Teaching of Language Minority Students Across the Disciplines. The first draft of this resource book for high school teachers was completed in June 1990.

## Major Successes

According to the project co-directors, there have been four major successes of the partnership in the past three years. First, the project has completed and disseminated the Teaching Analytical Writing text. Reviewers have noted the success of the book in filling an important gap in the literature on schools-university writing. Copies of the text have been distributed to a variety of educational professionals throughout the country. Second, materials and methods related to the project's 1985-87 CAPP-funded activities have been disseminated in a number of professional forums. The third major contribution of the partnership was the "Bringing It All Together" teacher conference. This CAPP-sponsored conference presented theory and practice to enable educators to help all students, especially underrepresented students, gain advanced literacy. Finally, the project completed the first draft of the Through Different Eyes resource book for high school teachers.

## Significant Lessons of the Partnership

The project co-directors noted that the collaboration in writing Teaching Analytical Writing and Through Different Eyes texts has clearly demonstrated the advantages of school/college collaboration in curriculum change in general, and for writing projects in particular. The collegial sharing of expertise has enhanced the texts so that have come to be of ever broader usefulness to educators.

The two essential elements of successful school/college collaboration, according to the project co-directors, are mutual trust and respect for expertise, and adequate time to effect change. Partnership participants

must be willing to enter collaborative arrangements knowing that their knowledge is limited, and will be supplemented by that of others. Adequate time to establish the partnership and complete partnership activities was also seen as a critical factor in successful collaborative efforts; however, the project co-directors noted that time is also a major hurdle to success. The logistics of bringing project partners together demanded more time than could ever be anticipated in advance.

## Unanticipated Results

Three unanticipated results of the CAPP partnership were recognized by the project co-directors:

- When writing Teaching Analytical Writing, the original conception for the concluding chapter was revised to include descriptions of analytical potential and practice for the youngest students, which led to a larger target audience for the text than originally planned;

- From informal distribution of Teaching Analytical Writing, some college faculty have demonstrated interest in using the book to help train composition instructors in their own departments. This further demonstrated the usefulness of the text by a broad audience, and helped to spread the word of CAPP's achievements to a national constituency; and

- Early reaction to the drafts of the limited-English proficient chapter in Teaching Analytical Writing eventually led to the development of the second text of the partnership: Through Different Eyes: Resources for the Teaching of Language Minority Students Across the Disciplines.

With hindsight, the project co-directors would not have done anything differently in the CAPP partnership. According to the project co-directors, the insights generated by the collaborative nature of the partnership served to guide the development of the project.